 **Module External Examiner’s Report: Notes on Completion**

1. External Examiners are required to submit an annual written report to Hartpury.
2. **Reports should be submitted electronically to** [**academic.services@hartpury.ac.uk**](mailto:academic.services@hartpury.ac.uk) **within 14 days of the date of the final examination board of the academic year.** Comments on the September resit boards should be reserved for the following year’s report.
3. **Your External Examiner’s fee is paid upon receipt of your completed report.** On receipt of your report we will confirm how to claim your annual fee.
4. Your annual report makes an important contribution to the monitoring and evaluation of taught provision and to Hartpury’s quality assurance processes. External Examiners should report fully under the headings in the report in Sections A and B.
5. Opportunity is provided for External Examiners to feedback directly on issues for consideration by Hartpury (Question 4.3) and to make additional comments on any areas not specifically covered in the report (Question 5.1). Examiners completing their tenure are invited to provide a short overview of their term in office (Question 5.2).
6. Where your portfolio of responsibilities includes oversight of an award on behalf of a Professional, Statutory or Regulatory Body completion of Question 1.4 **is mandatory.**
7. The reporting template includes a section to be completed by the department following receipt of the External Examiners comments (Section C). This will provide a summary of action taken (or to be taken) in response to your report. **This completed response will be provided to you by December at the latest**.
8. Our current policy is to share External Examiner reports with student representatives.
9. Individual students and staff should not be named to protect appropriate confidentiality. If you wish to make feedback that may compromise student/staff anonymity, a separate attachment should be used.
10. Hartpury is classed as a ‘public authority’ for the purposes of the Freedom of Information Act 2000 and therefore this report may be disclosed in response to a request for information that falls within the terms of the Act. We will endeavour to let the External Examiner know that we have received such a request.
11. Hartpury may return to an External Examiner for further information on any report, which, in its judgement, does not meet its stated requirements.
12. A statement of the role and responsibilities of the Module External Examiner can be found in Hartpury’s Quality Enhancement Framework.

 **Module External Examiner’s Annual Report**

**Section A**

**External Examiner Details –** *please complete in full***:**

|  |  |
| --- | --- |
| **Name of External Examiner** |  |
| **Period of Appointment** |  |
| **Academic Session** |  |
| **Department** | **Animal and Land / Equine / Sport** |
| **Portfolio of Responsibilities** |  |
| **Date(s) of Examination Boards attended** |  |

|  |
| --- |
| **Please provide details of any information regarding a change to your circumstances since your original appointment e.g. additional External Examiner roles:** |

**Section B**

**External Examiners are asked to provide a confidence judgement on the following statements.**

*Please use the boxes indicated to provide a number to represent your level of confidence in each statement. You should complete each accompanying comment box to provide supporting commentary and context.*

*It is recognised that your assessment as to the confidence you place in each area can only be made based on the representative sample you receive.*

**1. Academic and Professional Standards**

**1.1 The standards of the provision are appropriate for the academic level and discipline area.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the standards of the provision are appropriate for the academic level and discipline | |
| **2** | Broad confidence – the overall standards are appropriate but there are isolated areas of concern either in relation to the academic level or the discipline area | |
| **3** | Limited confidence – there are substantial issues with the standards of the provision either in relation to the academic level or the discipline area | |
| **4** | No confidence – the standards of the provision are not appropriate for the academic level and discipline area | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including whether the modules you examined were of a level consistent with standards set in the UK* [*Frameworks for Higher Education Qualifications*](http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718) *and* [*QAA Subject Benchmark Statements*](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements) | | |
| **Comments on the provision:** | | |

**1.2 The performance of students in relation to their peers is comparable to similar provision at other UK institutions.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the performance of students is comparable to similar provision at other UK institutions | |
| **2** | Broad confidence – the overall performance of students is comparable to similar provision at other UK institutions but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues relating to the performance of students in comparison to similar provision at other UK institutions | |
| **4** | No confidence – the performance of students in relation to their peers is not comparable to similar provision at other UK institutions | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the strengths and weaknesses of students as demonstrated through the assessment process.* | | |
| **Comments on the provision:** | | |

**1.3 The quality of knowledge and skills demonstrated by students is appropriate for the discipline area.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the quality of knowledge and skills demonstrated by students is appropriate for the discipline area | |
| **2** | Broad confidence – the overall quality of knowledge and skills demonstrated by students is appropriate for the discipline area but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues with the quality of knowledge and skills demonstrated by students for the discipline area | |
| **4** | No confidence – the quality of knowledge and skills demonstrated by students is not appropriate for the discipline area | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the strengths and weaknesses of students as demonstrated through the assessment process.* | | |
| **Comments on the provision:** | | |

***You are only required to complete the following question if you have responsibility for oversight of an award on behalf of a Professional, Statutory or Regulatory Body (PSRB)***

**1.4 The provision satisfactorily meets the relevant PSRB standards and requirements.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the provision satisfactorily meets the relevant PSRB standards and requirements | |
| **2** | Broad confidence – the provision overall satisfactorily meets the relevant PSRB standards and requirements but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues with the provision in relation to its match to relevant PSRB standards and requirements | |
| **4** | No confidence – the provision does not meet the relevant PSRB standards and requirements | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including any areas for development which should be considered in meeting these standards and requirements and, where relevant, the coherence of the programme.* | | |
| **Comments on the provision:** | | |

**2. Assessment Strategy**

**2.1 The assessment strategy is effective and appropriate for this provision.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the assessment cycle is effective and appropriate for this provision | |
| **2** | Broad confidence – the overall assessment cycle is effective and appropriate for this provision but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues with the appropriateness and effectiveness of the assessment strategy for this provision | |
| **4** | No confidence – the assessment strategy is not effective or appropriate for this provision | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the appropriateness of the method, standard, structure, organisation and design of all forms of assessment. Please also comment on the match between the module curriculum, stated learning outcomes and assessment strategies.* | | |
| **Comments on the provision:** | | |

**2.2 I received all the necessary examination papers for my consideration. Draft assessments may also have been shared with you but this is not a requirement.**

|  |  |  |
| --- | --- | --- |
| **1** | I received all necessary examination papers and my feedback has been acted upon | |
| **2** | I received all necessary examination papers | |
| **3** | I did not receive all necessary examination papers | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including your engagement with the consideration of draft assessment briefs/questions and the arrangements in place to consider your comments on these documents.* | | |
| **Comments on the provision:** | | |

**2.3 The marking criteria and moderation processes are transparent and sound**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the marking criteria and moderation processes are transparent and sound | |
| **2** | Broad confidence – the marking criteria and moderation processes overall are transparent and sound but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues with either the marking criteria or moderation processes | |
| **4** | No confidence – the marking criteria or moderation processes are neither transparent nor sound | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the appropriateness and equity of marking and moderation procedures, suitability of marking schemes and whether the quality of internal marking was consistent, transparent, of an appropriate standard and provided effective feedback to students.* | | |
| **Comments on the provision:** | | |

**3. Process and Procedure**

**3.1 The administration of assessment processes is appropriate for this provision.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the administration of assessment processes is appropriate for this provision | |
| **2** | Broad confidence – the overall administration of assessment processes is appropriate for this provision but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues with the administration of assessment processes for this provision | |
| **4** | No confidence – the administration of assessment processes is not appropriate for this provision | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the application of assessment regulations, opportunities provided for you to review practical or professional practice (where relevant), and whether a sufficient number and spread of scripts were made available for your assessment.* | | |
| **Comments on the provision:** | | |

**3.2 The examining board(s) was conducted appropriately.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the examining board(s) was conducted appropriately | |
| **2** | Broad confidence – the examining board(s) was conducted appropriately overall but there were isolated areas of concern | |
| **3** | Limited confidence – there were substantial issues with the conduct of the examining board(s) | |
| **4** | No confidence – the examining board(s) was not conducted appropriately | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the arrangements for the examining board(s), the application of academic regulations and procedures and your satisfaction with the examination board(s) recommendations including the enhancement focus of the agenda.* | | |
| **Comments on the provision:** | | |

**3.3 I was able to access and engage with all the necessary information and processes in order to successfully undertake my external examining role.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – I was able to access and engage with all the necessary information and processes in order to successfully undertake my external examining role | |
| **2** | Broad confidence – overall I was able to access and engage with all the necessary information and/or processes in order to successfully undertake my external examining role but there are some isolated examples of where this was not the case | |
| **3** | Limited confidence – there were substantial issues with my access and engagement with the necessary information and processes affecting my ability to successfully undertake my external examining role | |
| **4** | No confidence – I was not able to access or engage with any of the necessary information or processes in order to successfully undertake my external examining role | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including access to module documentation, assessment/marking briefs and regulations.* | | |
| **Comments on the provision:** | | |

**4. Quality Enhancement**

Based upon your experience, please comment upon the following in respect of the provision that you scrutinised:

|  |
| --- |
| **4.1 Is provision from one of Hartpury University’s academic partners, included within the provision you scrutinise?**  **No (please proceed to 4.2) / Yes from:** Name  **If Yes, did you observe any particular differences between the provision and Hartpury University’s other provision that we should be aware of, including any suggestions you may have for enhancement?**  **No, the provision has similar strengths and weaknesses**  **Yes, as detailed below:** |
| **4.2 Observed distinctive and good practice** |
| **4.3 Recommendations for change and/or for enhanced practice** |
| **4.4 Any key or wider issues for consideration by the institution** |
| **4.5 Please feedback on the appropriateness of action taken in response to your comments in last year’s report (Section C – Departmental Response)** |
| **4.5 Does our provision continue to suitably prepare our graduates for employment?** Yes / No |
| **4.6 What areas of enhancement specifically related to this theme can you identify?** |

**5. Closing comments**

|  |
| --- |
| **5.1 Any other comments regarding the provision at Hartpury and/or your experience as an External Examiner:** |
| **5.2 External Examiners completing a term of office are invited to provide a short overview report of their tenure:** |

**6. External Examiner Resources**

|  |
| --- |
| **6.1 Please advise any further resources, advice and guidance Hartpury could provide that would support you in your role as an External Examiner:** |
| **6.2 If you have been linked with a mentor to support your induction, please highlight any additional support that could be made to support your experience:** |

**Section C**

**Departmental Response**

***This section is to be completed by the department*** *following receipt and consideration of the External Examiner’s comments. It provides a summary of action taken (or to be taken) in response to the above report which will be integrated into the Department Enhancement Plan.*

*The focus of the feedback should be on issues raised by individual External Examiners. However, departments are encouraged to provide in addition department-wide summary feedback within this template if desired, to place individual comments in context and provide overarching composite feedback for the External Examiner.*

*External Examiners are invited within their report to comment on whether appropriate action has been taken in response to points raised previously. Academic Services is responsible for sending the response to the External Examiner.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | External Examiner Comment/Highlighted good practice/Recommendation | Head of Department/Programme Team Response | Action to be taken | By whom | By (deadline) |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

**Additional commentary:**

|  |  |
| --- | --- |
|  | |
| Electronic Signature of Head of Department or nominee: |  |
| Job Title: |  |
| Date completed: |  |